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ABSTRACT

This brief focuses on the demographic trends and educational experiences of Latinos compared with other ethnic groups and sets forth the implications of these trends for future educational policy. The 1990 Census figures show that the Latino population has reached almost 22.4 million, growing five times faster than the total population growth between 1980 and 1990. In 1991, 867,000 Latino students enrolled in higher education, marking an increase of 84 percent since 1980. However, Latinos accounted for only 6 percent of all higher education students, and over half of these are enrolled in two-year colleges. In 1991, the high school dropout rate for Latinos was 35 percent, compared with 13 percent for all students and 9 percent for Whites. Only 10 percent of Latinos have completed 4 years of college, and Latinos, in 1991, were awarded less than 5 percent of all bachelor's, master's, first professional, and doctoral degrees. More than half of all Latino college students fail to complete a bachelor's degree within 6 years. Latinos are also underrepresented in higher education employment, especially at higher administrative levels. Three tables and four figures present data supporting the discussion. (Contains 22 references.) (SLD)

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Latinos in Higher Education

by Eileen M. O'Brien

The number of Latino Americans[1] of school and college age has grown dramatically over the past two decades. By the year 2020, the Latino population is projected to surpass that of African Americans, making Latinos the largest minority group in the United States. While Latinos have shown rapid growth in enrollment at all levels and increases in degrees conferred, educational progress for Latinos is still hampered by high dropout rates at the high school level and low rates of college participation.

This brief focuses on the demographic trends and educational experiences of Latinos compared with other ethnic groups and sets forth the implications of these trends for future educational policy. It also provides key information sources on Latinos.

HIGHLIGHTS AND IMPLICATIONS

- The 1990 Census figures show that the Latino population has reached almost 22.4 million, growing five times faster (53 percent) than the total population growth (10 percent) between 1980 and 1990. In spite of this tremendous growth, data on Latinos are rarely disaggregated by ethnic groups, even though significant differences exist between these groups.
- In 1991, a total of 867,000 Latino students enrolled in higher education (an increase of 84 percent from 1980). However, Latinos account for only 6 percent of all higher education students, although they represent 10 percent of the elementary and secondary population.
- In 1991, the high school dropout rate for Latinos was 35 percent, compared with 13 percent for all students, 9 percent for whites, and 14 percent for African Americans. This high dropout rate makes it imperative for elementary and secondary schools to collaborate with Latino families to ensure that more Latino students complete high school and go on to college.
- Only 10 percent of Latino adults have completed four years of college, compared with 22 percent of the non-Hispanic population.
- In 1991, Latinos earned only 5 percent of all associate degrees awarded, and less than 5 percent of all bachelor's, master's, first professional, and doctoral degrees.
- More than half of all Latino students fail to earn a bachelor's degree within six years. Retention programs that specifically target Latino students would dramatically improve their chances of graduating. Improved campus climate could both facilitate Latino students' transition to collegiate life and combat common problems such as a feeling of isolation and inadequate academic preparation.
- In 1990, 50 percent of Latinos came from families with income less than $20,000. At a time

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Table 1

U.S. Population Estimates, 1980 and 1990 (in thousands)

Race/Ethnicity	1980 Number	1980 Percent	1990 Number	1990 Percent	Percentage Growth
Total U.S. Population	226,546	100%	248,710	100%	10%
White	188,372	83%	199,686	80%	6%
African American	26,495	12%	29,986	12%	13%
Asian American	3,500	2%	7,274	3%	108%
American Indian	1,420	1%	1,959	1%	38%
Other Race	6,758	3%	9,805	4%	45%
Hispanic Origin*	**14,609**	**6%**	**22,354**	**9%**	**53%**
Mexican	8,740	4%	13,496	5%	54%
Puerto Rican	2,014	1%	2,728	1%	35%
Cuban	803	0%	1,044	0%	30%
Other Hispanic	3,051	1%	5,086	2%	67%

* Persons of Hispanic Origin may be of any race.
Source: U.S. Bureau of the Census, Press Release CB91-215, June 12, 1991.

when college costs are increasing and financial aid decreasing, most students from these families work part-time and attend school part-time in order to defray college costs.

- More than half of Latino college students (56 percent) are enrolled at two-year institutions. Thus, four-year institutions need to examine their articulation agreements and related transfer initiatives with local two-year colleges to ensure that Latino students are able to transfer as smoothly as possible and capitalize on their two-year college education.

- Thirty-one percent of Latino students attend one of a group of 89 institutions which have a Hispanic enrollment of 25 percent or more.

- Latinos have improved their performance on SAT (Scholastic Aptitude Test) since 1976 but their achievement levels are still below the national average. The average verbal and math scores of non-U.S. born Latinos continue to be higher than those of their U.S. born counterparts.

- Latinos are underrepresented in higher education employment. In 1991, only 4 percent of all full-time higher education employees were Latinos; the vast majority (80 percent) of these employees held nonfaculty and nonmanagement positions. Latinos represent only 2 percent of all full-time faculty.

- In 1993, an estimated 94 college presidents out of 2,423 in the United States and Puerto Rico are Latinos. More than three quarters (73) of these presidents head Hispanic-serving institutions and over 40 percent (38) are concentrated in Puerto Rico alone.

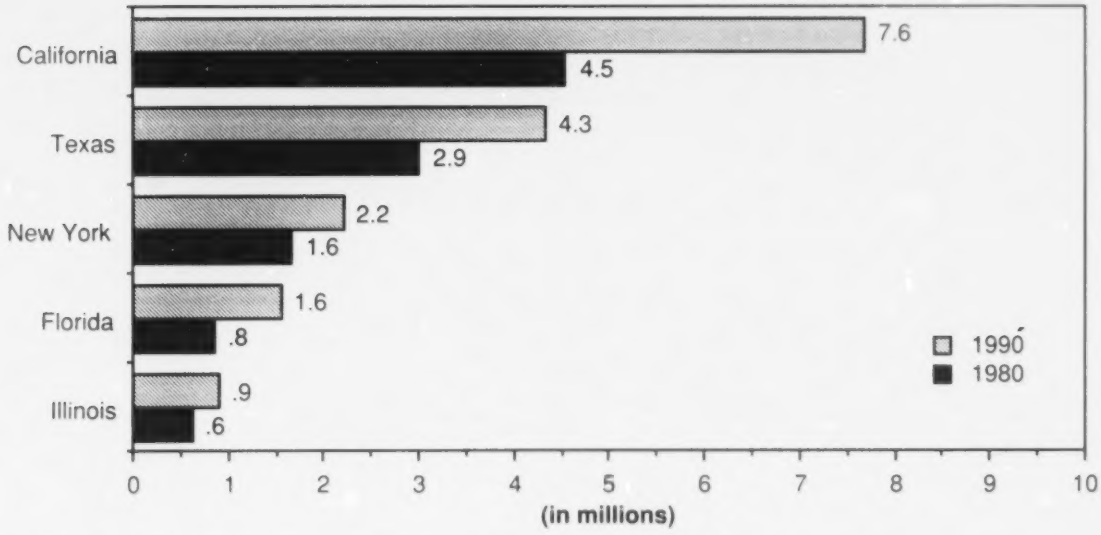
Introduction

Most research on Latinos in higher education has focused on the achievement and status of the entire group, yet the population known as "Latino" or "Hispanic" is extremely diverse. Latinos come from numerous countries of origin and they vary widely in terms of educational attainment, average income levels, cultural origins, year of entry into the United States, and by number of generations that have lived in the U.S.

***Note**: When analyzing data on Latinos, please note that databases may or may not include Puerto Ricans living in Puerto Rico in their statistics on Latino students, faculty and administrators. While all Puerto Ricans — whether living on the mainland United States or in Puerto Rico — are U.S. citizens, most databases do not include Puerto Rican institutions or individuals in their counts. The National Center for Education Statistics collects enrollment and earned degrees data from Puerto Rican institutions, but normally does not include these figures in its totals. Unless stated otherwise, data on Latinos in this brief will not include figures from Puerto Rican institutions.*

Figure 1

States with the Largest Latino Populations, 1980-90



Source: U.S. Bureau of the Census. Preliminary Population Estimates. Unpublished data. 1991.

Data on Latinos are rarely collected or disaggregated by citizenship or generation (i.e. whether individuals are first, second, or third generation in the U.S.). Thus the diversity within the Latino population is not reflected, and often, research results are distorted. This brief focuses on comparative educational experiences of all Latinos, while providing as much group-specific information as possible.

Demographic Trends

POPULATION GROWTH AND CONCENTRATION

- According to the 1990 Census, the Hispanic American[2] population in the United States is approximately 22.4 million. The number of Latinos grew 53 percent from 1980 to 1990, compared with a 10 percent increase for the total U.S. population. About one of every 10 Americans is Latino, as Hispanic Americans now represent 9 percent of the total U.S. population (table 1).

- In 1990, the largest group among U.S. Latinos was Mexican Americans, numbering almost 13.5 million — more than half of all Latinos (table 1). The "Other Latino" category (non U.S. born Latinos/Latinos from mixed parents) is growing faster than Puerto Ricans and Cubans, this group now represents 23 percent of all Latinos. This category includes 1.3 million individuals from Central America, 1 million from South America, and .5 million from the Dominican Republic (O'Hare, 1993).

- It is projected that the Latino population will reach 30.6 million by the year 2000, and 39.3 million by 2020. At this point, the Latino population will have surpassed the non-Hispanic African American population which is projected to reach 38.2 million by 2020 (Census, 1993).

- Immigration accounted for half of the Latino population growth during the 1980s (O'Hare, 1993). Recent census projections also indicate that there will be a net addition of 880,000 new immigrants each year until 2050, of which Latinos will account for almost 37 percent (324,000) (Census, 1992).

- The Latino population is highly concentrated in large-population states and in the Southwestern states. In 1990, most Latinos lived in California, Texas, New York, Florida, Illinois, New Jersey, Arizona, New Mexico, Colorado, and Massachusetts (figure 1).

- More than half of all Latinos (53 percent) resided in California and Texas. The Southwestern states accounted for more than 60 percent of the growth in the Hispanic population during the 1980s with this growth occurring in descending order in California, Texas, Arizona, New Mexico, and Colorado.

- Specific Latino populations are also highly concentrated in certain specific geographic areas. For example, 83 percent of Mexican Americans are located in the Southwest, 68 percent of Puerto Ricans live in the Northeast (primarily New York and New Jersey), while 65 percent of Cubans reside in the state of Florida (O'Hare, 1993).

AGE

- The Latino population is very young, with more than one-quarter (27 percent) being of school age (ages 5 to 19). In comparison, only one-fifth of the non-Hispanic population is between the ages of 5 and 19. The median age of Latinos is 26.2 years, compared with a national median age of 33.8 years (Census, 1991).

EDUCATIONAL ATTAINMENT

Data from the 1990 Census and the 1991 Current Population Survey (CPS) show Latino's educational levels rose during the 1980s; but these gains were not experienced evenly across Latino subgroups.

- Only 51 percent of Latino adults (aged 25 and above) completed high school in 1991, the lowest proportion of any racial/ethnic group. Although this represented a proportional increase from 46 percent in 1983, the high school completion rate for Latinos lags considerably behind that of the overall population (79 percent).

- Similarly, Latinos have the lowest college participation rate among minority groups (Census, 1993). For example, 28 percent of Hispanic adults (aged 25 and above) had attended college in 1990, and only 6 percent were college graduates. In contrast, 47 percent of non-Hispanic minorities had attended college within the same period and 14 percent graduated.

- Within Latino subgroups, Cubans and Central/South American Latinos have the highest degree attainment levels, with each group having more than 60 percent of their adults (aged 25 and above) completing four years or more of high school and nearly 20 percent of those completing four or more years of college (Census, 1991).

- In contrast, 44 percent of Mexican American adults and 58 percent of Puerto Rican adults completed high school, with 6 percent of Mexican American and 10 percent of Puerto Rican adults completing college.

Pre-college Indicators

ELEMENTARY AND SECONDARY ENROLLMENTS

- In 1989-90, 4.01 million Latino students were enrolled in elementary and secondary schools (Western Interstate Commission on Higher Education [WICHE], 1991). This figure is projected to increase to 5.08 million by the 1994-95 academic year. More than 90 percent of these students enroll in public schools; while about 8 percent attend Catholic schools.

- Because their population is geographically concentrated, by 1994, half of all Latino students are projected to attend public schools in the Western region.

AT-RISK CHARACTERISTICS

A 1988 survey found that Latinos represented 10 percent of the nation's eighth graders (NCES, 1990). With the exception of American Indians, Latinos were more likely than any other racial/ethnic group to be considered "at-risk" students. The NCES study defines "at risk" characteristics as: single parent family, low levels of parental education, limited English proficiency, low family income, sibling dropout, and being home alone more than 3 hours each day on weekdays.

- More than one in three (37 percent) Latino students reported two or more risk factors; having parents with no high school diploma and coming from a low-income family were the most frequently cited factors.

- While the proportion of Latino students reporting family incomes of less than $15,000 (38 percent) was lower than for American Indian and African American students (42 percent and 47 percent, respectively), it was substantially higher than the overall average of 21 percent.

- Nearly 23 percent of Latino eighth graders had repeated a year of school, the second highest percentage of any racial/ethnic group.

- In both mathematics and reading, Latinos had high percentages of students performing below basic proficiency levels (28 percent and 21 percent). They also have relatively low percentages of students at advanced levels in these areas (9 percent and 21 percent).

PUBLIC HIGH SCHOOL GRADUATES

In 1991, Latinos represented 6 percent of public high school graduates, and this number is projected to increase dramatically. For example, in 1989-90, almost 167,000 Latinos earned diplomas from pub-

lic high schools, and by 1994-95 this number will increase by 28 percent to 213,000 (WICHE, 1991).[3]

However, in 1991, Latinos had much higher dropout rates (35 percent) than both African Americans (14 percent), and whites (9 percent). This compares with 13 percent for all students (NCES, 1992b)[4], and leads one to query the increase projected for 94-95.

- Latino subgroups have different dropout rates. In 1989, the dropout rates for Mexican Americans and Puerto Ricans (36 percent and 32 percent, respectively) were similar to the overall rate for Latinos. However, dropout rates for Cubans and "Other Hispanics" were much lower (9 percent and 19 percent, respectively).

- Dropout rates for Latinos vary by their length of residence in the United States (NCES, 1992b). In 1989, 31 percent of all Latinos dropped out, compared with 43 percent of those who were born outside the U.S., 17 percent of those who were first generation Americans, and 24 percent of those who were second generation or more.

- Overall, 63 percent of all Latino dropouts ages 16 to 24 were not born in the United States.

PLANS FOR POSTSECONDARY EDUCATION

- Only 23 percent of Latino eighth graders planned on taking a college preparatory program in high school, compared with 37 percent of Asians, 31 percent of whites, 25 percent of African Americans, and 17 percent of American Indians (NCES, 1990).

- More than half of Latino eighth graders (55 percent) expected to finish college, compared with 51 percent of American Indians, 67 percent for whites, 69 percent of African Americans and 76 percent of Asian Americans.

SAT SCORES

- In 1993, Latinos represented 7 percent of all SAT test takers and their performance on the test varied widely among the subgroups:

  — On the verbal section of the SAT, Latinos' average scores fell below the national mean of 424. Students in the "Other Hispanic" category had the highest mean verbal score of all Latinos — 384. Comparable scores for Mexican Americans and Puerto Ricans were 374 and 367, respectively.

  — Latino average scores also dropped below the national average in mathematics (478). Again, students in the "Other Hispanic" category had the highest mean math score of all Latinos — 433. The mean math score was 428 for Mexican Americans and 409 for Puerto Ricans.

- SAT math scores for Latinos have improved since 1976, while verbal scores have remained relatively unchanged.

  — The mean math score for Mexican Americans increased by 18 points (from 410 in 1976); for Puerto Ricans, it increased by 8 points (from 401 in 1976).[5] However, the averages for verbal scores increased by three points for Mexican Americans (371 in 1976) as well as for Puerto Ricans (364 in 1976).

Postsecondary Enrollment

- In 1991, a total of 867,000 Latino students enrolled in higher education, an 84-percent increase from 472,000 in 1980 (Carter and Wilson, 1992) (table 2).

- During the decade 1980 to 1991, the proportion of Latinos to total enrollment in higher education increased only slightly: from 4 percent in 1980 to 6 percent in 1991.

- By 1991, 804,000 Latino students were enrolled in undergraduate courses, up 86 percent from 433,000 in 1980 (table 2).

- From 1980 to 1991, Latino enrollment in graduate programs increased, from 32,000 to 51,000.

- Hispanic enrollment in first-professional programs rose by 57 percent in the 1980s: from 7,000 to 11,000.

Although Latina women now outnumber Latino men in college, they all continue to record impressive gains in enrollment. From 1988 to 1991, the number of women increased 29 percent (370,000 to 476,000), and the number of men rose 26 percent (310,000 to 391,000).

- Increasingly, Latino students are attending college on a part-time basis:

  — In 1980, 41 percent of Latino students attended on a part-time basis.

  — In 1991, 44 percent of Latino students were enrolled part-time, compared with 42 percent of all students.

- Several studies show that a large proportion of Latino students attend either community colleges or a small group of institutions. As figure 2 indicates more than half of Hispanic students (56 percent) are enrolled at two-year colleges while slightly less than one-third (31 percent) attend a group of 89 institutions that

Table 2

Changes in Latino Enrollment, 1980 vs. 1991 (in thousands)

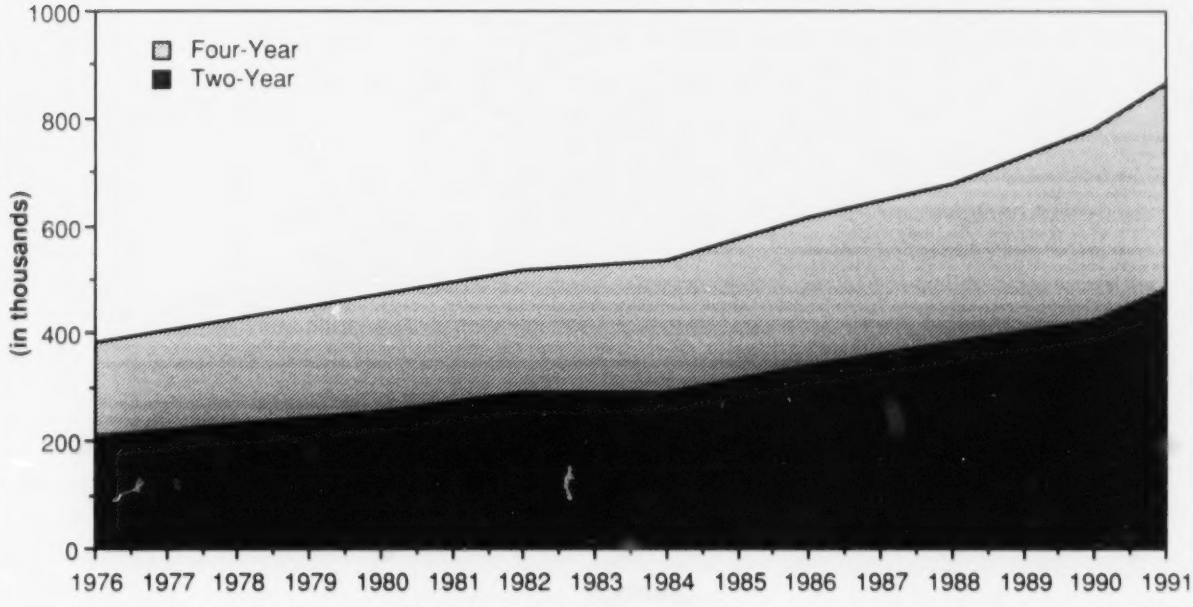
	1980		1991		Change, 1980 to 1991	
in Public vs. Independent institutions	**Public**	**Independent**	**Public**	**Independent**	**Public**	**Independent**
All Students	9456	2630	11310	3049	20%	16%
Latino Students	406	66	742	125	83%	91%
in Two-Year vs. Four-Year institutions	**Two-Year**	**Four-Year**	**Two-Year**	**Four-Year**	**Two-Year**	**Four-Year**
All Students	4521	7565	5652	8707	25%	15%
Latino Students	255	217	484	383	90%	77%
in Undergraduate vs. Graduate* programs	**Undergraduate**	**Graduate**	**Undergraduate**	**Graduate**	**Undergraduate**	**Graduate**
All Students	10469	1618	12439	1920	19%	19%
Latino Students	433	39	804	62	86%	61%

* For the purposes of this table, enrollment in first-professional programs has been added to graduate enrollment.

Sources: HEGIS, 1980, and IPEDS, 1991.

Figure 2

Total Enrollment of Latino Students In Two-Year and Four-Year Institutions 1976 to 1991



Sources: HEGIS (1976 through 1984) and IPEDS (1986 through 1991).

have a Hispanic enrollment of 25 percent or more.

RETENTION AND PERSISTENCE

Data on retention and degree completion rates indicate that most colleges and universities are not succeeding in retaining Latino students. This is partially due to the high proportion of Latino students who do not follow the "traditional" college track, defined by NCES as entering a four-year institution on a full-time basis in the fall immediately following high school graduation (Carroll, 1989). Students on this path are most likely to persist and attain bachelor's degrees

- Fifty-three percent of the 1980 high school graduates who started on track subsequently attained bachelor's degrees by February 1986, compared with only 9 percent of those who started off track.
- In the NCES *High School and Beyond* study, only 16 percent of Latinos followed the traditional college path, compared with 44 percent of Asians, 30 percent of whites, and 27 percent of African Americans (Carroll, 1989).
- Latino students were the least likely of all racial/ethnic groups to persist in college: only 42 percent of 1980 Latino high school graduates who entered college on the traditional path were continuously enrolled through May 1984 (without having completed a bachelor's degree). In comparison, 44 percent of African Americans, 56 percent of whites and 61 percent of Asian Americans were still enrolled as of May 1984.

Several studies have examined the reasons why Latino students may leave college; most indicate that they do not leave for academic reasons. A study conducted by Sanchez et al. (1992) found that 40 percent of Latino students left college to take a job; 37 percent to handle personal problems and 34 percent for unexpected financial problems.

Studies also show that even when they stayed "on track" Latino students have lower degree completion rates.

- One-third (33 percent) of Latinos who started on the traditional path in 1980 had attained bachelor's degrees by 1986. With the exception of African Americans (with 31 percent), all other groups had higher completion rates—e.g., 50 percent of Asians and 56 percent of whites.
- Only 4 percent of Latinos who started on a nontraditional path received a degree by 1986, while 15 percent of Asian Americans, 10 percent of whites, and 5 percent of African Americans did.
- A recent survey of almost 300 colleges and universities found that 40 percent of Latino students who were first-time, full-time freshmen in 1984 had graduated by fall 1990, compared with 53 percent of all students in that cohort. Comparable figures for other groups were: 62 percent for Asian Americans; 31 percent for African Americans; 29 percent for American Indians; and 56 percent for whites (National Collegiate Athletic Association [NCAA], 1992).

Financial Aid

UNDERGRADUATE SUPPORT

- According to the National Postsecondary Student Aid Study (NCES, 1993) 50 percent of Latino undergraduates received financial support in 1990[6]. This is somewhat higher than the proportion for all students (43 percent).
- This difference may be linked to the fact that Latino undergraduates, like their African American counterparts often come from low-income families. In 1990, half (50 percent) of Latinos came from families with incomes of less than $20,000, compared with 35 percent of whites, 42 percent of Asian Americans, 47 percent of American Indians, and 53 percent of African Americans and 39 percent of all students from families in that income range.
- Two out of every five Latino students received aid from federal programs, the second highest proportion of any racial/ethnic group (half of all African Americans were supported through federal programs). Latino students were more likely than all students to receive state aid: 16 percent vs. 13 percent for all students.
  - —However, these proportions are much higher when looking at full-time students: 62 percent of Latino full-time students and 43 percent of all full-time students received support from federal programs, and one-quarter of Hispanic, and of all students received state aid.
- Overall, Latino students were just as likely as all students to receive institutional aid (15 percent for both groups). However, institutions tend to provide funding to full-time students (24 percent), compared to only 6 percent of part-time students.
- A high proportion of Latino students (33 percent) received Pell grants, compared to 40 percent of African Americans, 29 percent of American Indians, 20 percent of Asian Americans, and 16 percent of whites. This indicates that Latino students tend to rely on Pell grants as a source of financial aid. This reliance may be due to the difficulty many Hispanic families experience in negotiating the aid application process (Olivas, 1986).

AT THE DOCTORAL LEVEL

The *Survey of Earned Doctorates*, published annually by the National Research Council (NRC), provides a rich source of data on Latino doctorates, including information on how students finance their education.

- In 1991, NRC found that 49 percent of Latino doctorate recipients used personal resources, including loans, as the primary source of support for their education. This proportion was higher than it was for whites (48 percent) and Asians (34 percent), but lower than it was for African Americans (60 percent) and American Indians (58 percent) (NRC, 1993).
- Institutional aid was cited by 37 percent of Latino Ph.D.s as their main source of support. In contrast, higher proportions of whites and Asians cited institutional aid (42 percent and 50 percent), but lower proportions of African Americans (25 percent) and American Indians (27 percent) did. [7]
- Ten percent of Latinos who had received doctorates indicated federal support was their primary source of aid: a figure similar to all other groups.
- Latinos and American Indians were the most likely of all racial/ethnic groups to complete their doctorate degrees in debt. Two-thirds of Latinos and American Indians were in debt after earning their Ph.D.s, compared with 62 percent of African Americans and 56 percent of whites and Asians. In addition, Latinos were more likely to report higher debt levels than other groups: 35 percent had debts of $10,000 or higher, compared with 30 percent or lower in other groups.

Conferred Degrees

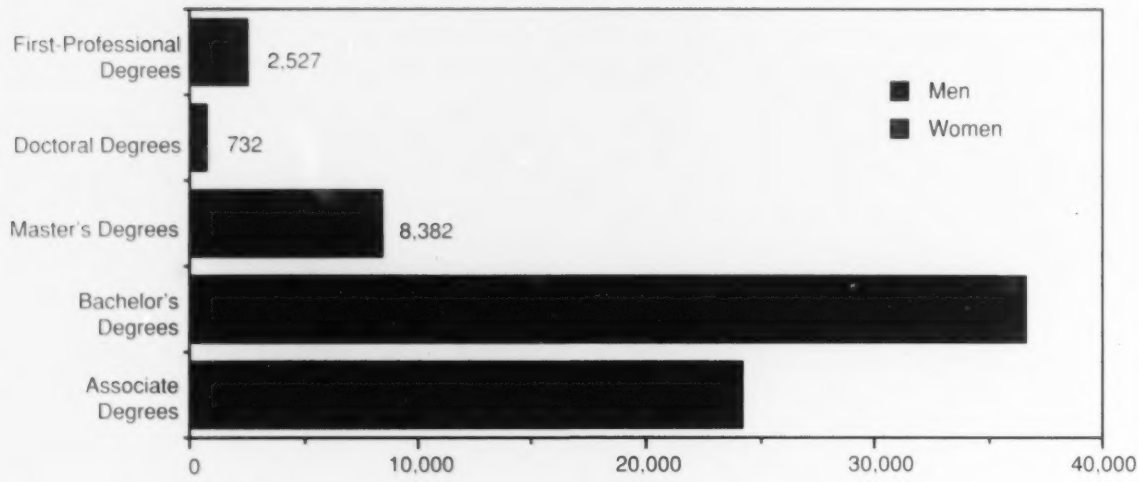
OVERALL TRENDS

- In 1991, Latinos received 5 percent of all associate degrees awarded; they earned 3 percent of bachelor's, and master's; 2 percent of the doctorates and 4 percent of first professional degrees.
- Women earned more than 55 percent of the associate, bachelor's, and master's degrees awarded to Latinos in 1991 (figure 3) while Latino men continued to receive the majority of doctoral and professional degrees in that year, with 53 percent of the Ph.D.s and 60 percent of the professional degrees granted to Latinos.

Note: The analysis in this "Conferred Degrees" section is based on published data from the U.S. Department of Education's National Center for Education Statistics (NCES) surveys. The current NCES degrees conferred report shows two sets of totals for each degree level. The set used in the following analyses is the one that permits field of study comparisons over time; its totals are slightly smaller than the other data set.

Figure 3

Degrees Earned by Latino Men and Women, 1991



Source: National Center for Education Statistics, "Trends in Degrees Conferred by Institutions of Higher Education: 1984-5 through 1990-91," August 1993.

ASSOCIATE DEGREES

- Of the 462,030 associate degrees awarded in 1991, Latinos earned 24,255 (5 percent). Of those, Latina women earned 58 percent (14,042). The most common fields of study were, in descending order: liberal/general studies, business and management, engineering/engineering technologies, and health sciences.

BACHELOR'S DEGREES

- During the period 1985 to 1991, the proportion of bachelor's degrees awarded to Latinos rose slightly, from 2.7 percent to 3.4 percent.
- However, the number of degrees awarded rose dramatically. Latinos earned 36,612 bachelor's degrees in 1991, a 42 percent increase over 1985. This represents a much larger increase than for all bachelor's degrees, with the 1,081,280 bachelor's degrees awarded in 1991 representing a 12 percent gain from 1985.
- From 1985 to 1991, the number of bachelor's degrees earned by Hispanic women grew faster than the number awarded to men. Latina women earned 20,455 baccalaureates in 1991, a 52 percent increase over the 13,472 earned in 1985; in comparison bachelor's degrees awarded to Latino men rose 30 percent, from 12,402 to 16,157.
- In 1991, bachelor's degrees granted to Latinos were concentrated in the fields of: business (21 percent), social sciences (13 percent), and education (10 percent).
  - —White Latina women earned most of their degrees in business, education, and social sciences; Latino men earned theirs in business, social sciences, and engineering.

MASTER'S DEGREES

- Latinos earned 2.6 percent of all master's degrees awarded in 1991. This was essentially the same proportion of master's that they had earned in 1985 (2.4 percent), but the numbers had increased from 6,864 to 8,382, a gain of 22 percent. This contrasts with an increase of 17 percent for all master's in that period.
- One in three master's degrees conferred to Latinos was in education. Business also comprised a significant portion of degrees earned—20 percent.
- More Latino men received the master's degree in business while more Latina women received the master's degree in education.

FIRST PROFESSIONAL DEGREES

- In 1991, Latinos received 2,527 first-professional degrees — a 34 percent increase from 1,884 degrees in 1985. The overall number of first-professional degrees hovered around 71,000 through most of the 1980s, and stood at 71,515 in 1991.
- More than half (53 percent) of the first-professional degrees awarded to Latinos were in the field of law and 23 percent were in medicine.
- Forty-one percent of first-professional degrees granted to Latinos went to women in 1991, a moderate increase from 34 percent in 1985.

DOCTORATES

- In 1991, Latinos earned 732 (3 percent) of the 28,832 doctorate degrees awarded to U.S. citizens and permanent residents. This represented a 61 percent increase from the 456 doctorates awarded in 1981.
- More than one of five (22 percent) Latinos earned their doctorates in education in 1991. Psychology was the next most popular field with 16 percent. Nine percent of the Latino doctorates were awarded in each of the following fields: social, physical, and life sciences.
- While men still outnumber women in doctoral attainment, women of all races/ethnicities have made sizable gains in both the numbers and percentages of earned doctorates. Latina women almost doubled the number of Ph.D.s they earned annually between 1981 and 1991 (179 to 345), and they now represent almost half (47 percent) of Latino doctorate recipients, up from 39 percent in 1981.

Demographic Profile of Latino Doctorates

- The NRC's *Survey of Earned Doctorates 1991* provides additional data concerning individual characteristics and the educational experiences of doctorate recipients.
- Mexican Americans earned 30 percent of all the Ph.D.s earned by U.S. Latinos; Puerto Ricans earned 26 percent, and "Other Hispanics" earned 44 percent.
- Similarly, Mexicans earned only 9 percent of all Ph.D.s awarded to non-U.S. citizen Hispanics, and Latinos from other countries earned the remaining Ph.D.s.
- According to the NRC, the median age at which Latinos received their doctorates was 35.4 years, slightly higher than the 34.8 years for all doctorates combined.
- In comparison to other racial/ethnic groups, Latinos have a moderate time lapse from baccalaureate to doctorate: 11.5 years. This compares with 9.3 years for Asian Americans, 11.3 years for whites, 13.8 years for American Indians, and 16 years for African Americans.

- From 1976 to 1991, time-to-degree increased by two years for Latinos (9.5 years to 11.5 years). Despite this increase, Latinos experienced the smallest growth in TTD, with the exception of Asian Americans (whose TTD actually decreased from 10.5 years in 1976 to 9.3 years in 1991).

- A strong correlation exists between field of study and time-to-degree—the shortest times-to-degree are found in the sciences, fields with the fewest Latinos, and the longest times-to-degree are found in education and professional doctorates, fields with the most Latinos.

NRC data show that those institutions granting large numbers of baccalaureate and doctorate degrees to particular minority groups are located in states with large proportions of those same minority racial/ethnic groups. Not surprisingly then, universities in California, Texas, New York, New Mexico, and Florida produce the highest numbers of Latino doctoral recipients.

- Between 1986 and 1990, Latinos who earned Ph.D.s were most likely to have received a baccalaureate from the following institutions: University of Puerto Rico (Rio Piedras and Mayaguez branch campuses), University of Texas-Austin, University of California-Berkeley, or University of New Mexico (NRC, 1991).

- Between 1986 and 1990, University of Texas-Austin, University of California-Berkeley, University of California-Los Angeles, New York University, and Texas A&M University were the five top institutions conferring Ph.D.s on Latinos.

- Academe continues to be the largest employer of Latino Ph.D.s. In 1991, almost half (48 percent) of all Hispanic American doctorates reported postdoctoral commitments for academic posts. Puerto Rican Ph.D.s were slightly more likely to have academic employment plans (52 percent), when compared with Mexican Americans (50 percent) or those in the "Other Hispanic" category (44 percent) (NRC, 1991).

Employment in Higher Education

OVERALL PATTERNS

Data from the Higher Education Staff Information survey, conducted biannually by the Equal Employment Opportunity Commission (EEOC), shows little progress was made during the 1980s in increasing the number of Latinos on college and university staff.

- In 1981, 3 percent of all full-time higher education employees were Latino; that proportion barely increased to 4 percent in 1991 (table 3).

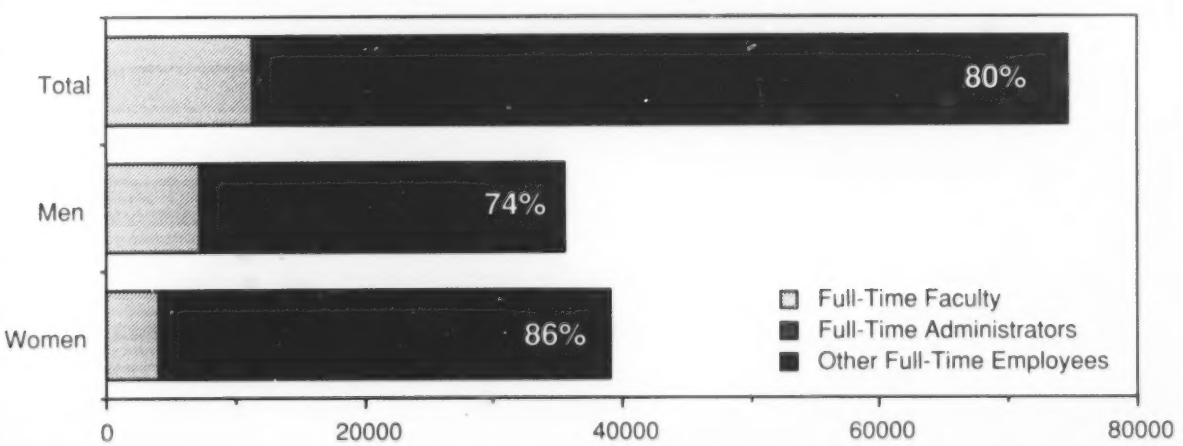
- Four out of five full-time Latino higher education employees were in nonfaculty and nonmanagement positions (figure 4).

FACULTY

- The number of Latino faculty increased by 58 percent (4,177) from 1981 to 1991. Latino faculty accounted for 2.2 percent (11,424) of

Figure 4

Latinos Employed Full-Time in Higher Education, 1991



Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" Survey, 1991.

Table 3

A Snapshot of Latinos Employed in Higher Education, 1991

	Number	Percent of Total
All Full-Time Employees		
Total	74,660	4.2%
Men	35,587	4.1%
Women	39,073	4.1%
Full-Time Faculty		
Total	11,424	2.2%
Men	7,347	2.1%
Women	4,077	2.5%
Part-Time Faculty		
Total	7,060	1.3%
Men	3,831	1.4%
Women	3,229	1.2%
Full-Time Administrators		
Total	3,453	2.5%
Men	1,992	2.4%
Women	1,461	2.7%
Other Full-Time Employees		
Total	59,783	5.3%
Men	26,248	6.2%
Women	33,535	4.7%

Source: U.S. Equal Employment Opportunity Commission, "Higher Education Staff Information" Survey, 1991.

full-time faculty in 1991, up from 1.6 percent (7,247) in 1981.

- Similar to trends for all college faculty, Latino men outnumber women by almost two to one.

- Most Latino faculty are employed by public institutions (Higher Education Research Institute, 1991). In 1989, 42 percent of Latino faculty were employed by public four-year institutions. Another 35 percent were employed by public two-year institutions; 23 percent were employed by independent four-year institutions.

Compared with all full-time faculty, fewer Latino faculty were tenured in 1991. According to EEOC data, 61 percent of Hispanic faculty were tenured, compared with 70 percent of all faculty. However, the tenure rate for Latino men (64 percent) was found to be higher than that of women (54 percent).

Latino faculty, similar to most other minority faculty, were concentrated in the lower ranks. Fewer than one in six full-time Latino faculty were full professors; and one in four were full professors among all full-time faculty.

- More than one out of three Latino faculty have the rank of instructor or lecturer, compared to one of four full-time faculty overall.

ADMINISTRATION AND MANAGEMENT

- In 1991, 3,453 (2.5 percent) full-time administrators in higher education were Latino; this represents an increase from 1,902 (1.7 percent) in 1981.

- Latino men continue to outnumber women in administrative and management posts, holding 58 percent of these posts in 1991. Latina women's gains during the 1980s lowered the proportion of men among Latino administrators from 69 percent in 1981.

- As of 1993, 94 college presidents in the United States and Puerto Rico are Latino, and 73 of these presidents head colleges and universities with 25 percent or more Latino enrollments (American Council on Education, 1993). In addition, 38 Latinos serve as college and university presidents in Puerto Rico.

Economic Payoff from Education

According to Census Bureau data, almost 1.6 million Hispanic adults (age 18 and older) had earned some type of college degree by the spring of 1990 (Kominski, 1992). This represents 12 percent of the Hispanic adult population. In comparison, 25 percent (46 million) of all American adults held a postsecondary degree.

Although earning a postsecondary degree has a definite payoff in terms of income, Latinos do not reap the same economic benefits as do whites or African Americans.

- In 1990, the average monthly income for a Latino adult with a bachelor's degree was $1,895, compared with $1,092 for Latino high school graduates (Kominski, 1992).

- In contrast, whites who hold bachelor's degrees earned an average monthly income of $2,552 and white high school graduates earned $1,405 per month. The average monthly income for African Americans with a bachelor's degree was $2,002; African American high school graduates earn less per month than their Latino peers — $1,009.

IMPLICATIONS

The Latino population is young and growing at a fast pace. It is projected that by the year 2020, the number of Latinos will surpass that of African Americans, thus making them the largest minority group in the U.S. Research on Latinos rarely examine differences between Latino subgroups such as Mexican Americans, Cubans, Puerto Ricans and Other Latinos. This can have a significant influence on educational planning and economic projections for the Latino population. Such data breakdowns are necessary to capture significant differences within the subgroups. Latinos should be encouraged to respond to survey research questionnaires and researchers should increase the sample sizes and provide more data categories so that meaningful comparison of data among different Hispanic groups can be made.

Data reviewed in this brief indicate that Latinos recorded impressive gains in college enrollment and earned degrees at all levels over the last decade. However, these gains are disproportionately low compared to the sharp increases in their overall population growth. Some factors responsible for

Hispanic-serving Institutions

In 1986, many institutions that enroll 25 percent or more Latino students joined together to form the Hispanic Association of Colleges and Universities (HACU).

- In 1990, Latino students who enrolled in the 89 mainland institutions eligible HACU membership represented 240,000, (31 percent), of the total 758,000 Hispanic college population.
- In addition, 34 colleges and universities in Puerto Rico enrolled about 151,000 Latino students in 1990.
- In 1990, according to HACU, the institutions with the highest proportions of Latino students are:
  - — St. Augustine College, a two-year independent college in Chicago, with Latinos representing 99.3 percent of its students;
  - — Boricua College, an independent, four-year college in New York City (93 percent Hispanic) and
  - — Laredo Junior College, a two-year public college in Laredo, Texas (91 percent).
- With two-year public colleges accounting for 43 of the mainland HSIs, one of every five Latino students (22 percent) was enrolled at a public two-year college that belongs to HACU.
- Most Hispanic-serving institutions (HSIs) are relatively small — 46 have fewer than 5,000 students; nine have fewer than 1,000, are concentrated in California, Texas, New Mexico, New York, Florida, Illinois, New Jersey, Colorado, and Arizona.

HACU has established several programs to improve educational opportunities for Latino students, including:

- A "Transfer Collaborative Initiative" aimed at pairing two- and four-year institutions (HACU members, as well as other interested institutions) to increase Hispanic transfer rates.
- The National Hispanic Student Success Program is an outreach program targeted at Latino students from kindergarten through community college age, as well as at parents and teachers. The program started as a pilot in 1988 in San Antonio, and was expanded to schools in Miami, northern New Mexico, East Los Angeles, and the Bronx.

Although HACU has not established a comprehensive database on Latino students outcome among member institutions the following results have been achieved:

- In 1990, seven of the top 11 institutions conferring bachelor's degrees to Latinos were members of HACU: Florida International University, University of Texas-El Paso, University of Texas-Pan American, University of New Mexico, San Diego State University, California State University-Los Angeles, and University of Texas-San Antonio (*Black Issues in Higher Education*, 1993).
- Also, five of the top 11 institutions conferring master's degrees to Latinos were HACU members: Florida International University, University of New Mexico, Texas A&I University, University of Texas-El Paso, and California State University-Los Angeles.
- Between 1986 and 1990, 30 percent of the Hispanics earning Ph.D.s earned their baccalaureate degrees from a four-year Hispanic-serving institution (HACU, 1993).

this phenomenon include low high school completion rates, low college participation rates and low retention rates.

These problems are accentuated by the high concentration of Latinos in two-year institutions and the ambiguities surrounding the transfer process. It is pertinent for four-year institutions to re-examine their articulation agreements and other transfer initiatives with local two-year colleges to facilitate the transfer of Latino students. Also, innovative retention programs designed for Latino students are needed to help them to complete their college education.

About half of Latino college students come from families with income less than $20,000, 56 percent attend two-year colleges, over half rely on financial aid and 44 percent attend school part-time. The implication is that Latino access to higher education is constrained by inadequate resources and their degree completion rate is slower due to attending college part-time. Higher education institutions should work with outreach programs such as Project 1000 or the National Hispanic Scholarship program (see Resources) to increase the resource base as a means of increasing access and also improving success rates.

Although Latino students' performance on the SAT has improved, the data on average scores reveal that non-U.S. born Latinos have better verbal and quantitative skills than U.S. born Latinos. This should be of major concern to the educational community and speaks to the need to intensify reform efforts geared towards improving the nation's educational quality.

Hispanic-serving institutions (institutions that enroll 25 percent or more Hispanic students) should be studied to examine their success in attracting Latino students. This would provide the necessary information required for collaboration between these institutions and other colleges and universities in improving Latinos college success rates.

Although the number of Latino faculty has grown, these faculty have not achieved the same tenure rates or ranks as other groups. Colleges and universities should examine their recruitment, tenure, and promotion practices to identify the causes for the low tenure rates of Latino faculty (especially women, whose appointment and tenure rates are disproportionately low), their concentration in non-tenure-track positions, and their underrepresentation among higher education administrators. Latinos, like any other racial/ethnic group could draw inspiration from seeing members of their ethnic group in professsional and management roles.

The challenge predominantly white institutions now face is to work with Latino communities and Hispanic-serving colleges to build on positive trends and learn how best to ensure that Latinos receive the quality and level of education that they and this country need.

RESOURCES

1) The Hispanic Association of Colleges and Universities (HACU) is a national association representing higher education institutions whose Latino enrollment is at least 25 percent of the total enrollment. HACU's goals include promoting the development of Hispanic-serving colleges and universities and improving access to and the quality of postsecondary educational opportunities for Hispanic students. The association publishes an annual report, which provides data on its member institutions and on Latinos in higher education, generally. For more information, contact the Hispanic Association of Colleges and Universities, 4204 Gardendale St., Suite 216, San Antonio, TX 78229, (210) 692-3805.

2) The Census Bureau recently published *The Hispanic Population in the United States: March 1991*, one of its Current Population Reports (Series P-20, No. 455). This report, which the Census Bureau has produced biannually since 1983, offers educational attainment data, income data, geographic concentration patterns, etc., with breakdowns for specific ethnic groups. For more information, contact the Bureau of the Census, U.S. Department of Commerce, Washington, D.C. 20233, (301) 763-4100.

3) The National Council of La Raza conducts research and policy analysis and advocates on behalf of all Hispanic Americans. The Council also provides technical assistance and support to Hispanic community-based organizations, as well as Hispanic elected and appointed officials. For more information, contact National Council of La Raza, 810 First St. NE, Suite 300, Washington, DC 20002, (202) 289-1380.

4) The College Board administers the National Hispanic Scholars Awards Program, which has three purposes: 1) to recognize the exceptional academic achievement of Hispanic high school seniors and encourage their participation in four-year colleges; 2) to identify academically well-prepared Hispanic high school seniors for collegiate postsecondary institutions and encourage their recruitment; 3) to focus renewed attention

on the academic preparation of all Hispanic high school students. For more information, contact the National Hispanic Scholars Awards Program, The College Board, 1717 Massachusetts Ave. NW, Washington, DC 20036, (202) 332-7134.

5) Project 1000 is a national program aimed at increasing the number of U.S. Hispanic, African American and Native American students in graduate school nationally. The program assists students with the graduate application process by working with participating universities in providing application fee waivers, using standardized applications and facilitating the centralized submission of recommendations and transcripts. Academic advisors also assist students with the GRE preparation of graduate applications and information on researching graduate programs. For more information, contact Project 1000 staff at (602) 965-3958. Students interested in graduate school may call their toll-free number 1 (800) 327-4893.

6) Project Prime, developed by the College Board, the Educational Testing Service and the Hispanic Higher Education Coalition, runs several pre-college programs out of Arizona State University. These include: Algebridge, a math program that introduces 8th graders to algebra; the Mathematics, Engineering, Science Achievement Program, which identifies high school students with skills in these areas; and Parents as Partners. For more information, contact Mary Frances Luna, Dept. of Mathematics, ASU, Tempe, AZ 85287, (602) 965-1690.

7) The Hispanic Caucus of the American Association for Higher Education focuses on issues impacting Latino students, faculty and staff at colleges and universities. The caucus sponsors activities and sessions at AAHE's annual meeting. For more information, contact Hispanic Caucus, American Association for Higher Education, Suite 360, One Dupont Circle, Washington, DC 20036, (202) 293-6440. In addition, AAHE's magazine, *Change: The Magazine of Higher Learning*, devoted its May/June 1988 issue to Latino education issues. Copies of this issue are available for $7.50 each from *Change*, Heldref Publications, 4000 Albermarle Street NW, Washington, D.C. 20016, 1 (800) 365-9753.

8) The American Council on Education's Office of Minorities in Higher Education monitors the progress of African Americans, Hispanics, American Indians, and Asian Americans in post-secondary education and engages in efforts to improve their educational and employment opportunities in higher education. OMHE publishes its *Status of Minorities in Higher Education* annually. For more information contact ACE/OMHE, One Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9395.

9) Higher Education Staff Information Surveys (EEO-6) conducted by the Equal Employment Opportunity Commission (EEOC) provide data on race/ethnicity of faculty, staff and administrators. For more information contact Esther Littlejohn, EEOC Office of Research and Surveys, 1801 L Street, N.W., 9th Floor, Washington, D.C. 20507, (202) 663-4958.

NOTES

1 In this brief, the terms "Hispanic" and "Latino" are used interchangably, based on the ethnic classification definition used by the U.S. Census Bureau. The Census defines a Hispanic individual as "a person of Mexican American, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race."

2 For Census data purposes, Hispanic Americans may be of any race — therefore, most data from the Census will not have mutually exclusive racial/ethnic groups. Most other data sources in this brief will differentiate race/ethnicity so that Latino Americans will not be included with other racial groups.

3 Data on enrollments and high school graduates in non-public schools were not available from enough states for WICHE to generate projections.

4 The rates cited here are "status dropout rates," defined by NCES as the proportion of individuals (aged 16 to 24) at any given time who are not enrolled in school and have not completed high school.

5 In 1976, Mexican American and Puerto Rican were the only two Hispanic categories provided by the College Board.

6 The NPSAS study surveyed students who received aid, as well as those who did not.

7 The trends for racial/ethnic groups are related to doctorate fields. Latino, African American, and American Indian doctoral recipients are concentrated in the humanities, social sciences and education—fields in which candidates typically receive little support from institutions. Asian Americans and whites are more likely to earn doctorates in physical sciences and engineering— fields that offer more institutional support.

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